Module 1: Leadership and Support of Student Instructional Programs
AB 75 Content Areas 2, 3, and 4

If principals serve as effective instructional leaders, they will increase their overall student achievement, as measured by CAT 6, the California standards tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Specifically, the training program for AB 75 content areas 2, 3, and 4 will build skills and capacity necessary to: 1) establish and communicate state and district visions and goals for student focused instructional improvement; 2) create awareness and familiarity with state standards for all instructional team members and core subjects; 3) guide the full implementation of approved instructional program texts and materials; 4) direct and support proven staff training and professional development activities for uniform instruction and materials use; 5) manage data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices; and 6) fully utilize technology and fiscal and human resources for the purpose of student academic success.

Principals must be prepared to lead their schools through powerful academic improvement program change that produces improved student achievement and school success.

CLARIFICATION:

Approved training providers will offer training for Module 1 that addresses one of the following school levels and focus on specific local board-adopted program(s) and materials. If participants desire training on additional programs, it is suggested that they attend additional Module 1 training sessions.

Requirements for coverage of standards-based, adopted instructional materials by school levels:

ELEMENTARY (K-5/6)	MIDDLE (6-8)	HIGH (9-12)
ONE academic core content area: either reading-language arts OR mathematics Module 1 content may only address one academic core content area.	TWO academic core content areas: English, reading-language arts (either 6-8 basic or intervention programs), and mathematics (both are required)	ONE or TWO academic core content area or combinations: English/reading-language arts, mathematics, history-social science, science One academic core area must be either English/language arts or mathematics. Intervention programs in reading/language arts will be accepted a core academic content area.

	CURRICULUM GUIDELINES AND CRITERIA AB 75 Content Areas 2, 3, and 4		
Professional Development Components	**Curriculum Guidelines & Criteria** **Basic training program must offer…**	**Desired Participant Results** **Participants will…**	**Applications to Technology**
Resource Materials – All Levels	• Information on how to access current and relevant resource materials, including state curricular frameworks; scientific research findings on instructional practices; and other pertinent materials to supplement the training curriculum (related to content of Institute training). • Instruction on accessing and utilizing electronic resources, including: – Core academic standards on line (by grade level and content area). – STAR and API reports. – California Learning Resources Network (CLRN) approved supplemental electronic learning resources aligned with state academic content standards. • Full display of district-adopted instructional program materials – teacher editions (minimally those grade levels featured in the Institute). • Participant training manual that includes an approximate agenda, a majority of overheads used by the provider/instructor, a majority of materials for activities, and reference list for a majority of materials and citations used in presentations.	• Acquire a set of high quality materials for the principal's professional library to reinforce learning and be available as reference material. • Be able to access core academic standards on line, by grade level and content area. • Be able to access STAR and API data on line by district/school. • Be able to access and utilize California Learning Resources Network (CLRN) to review supplemental electronic learning resources for alignment with state academic content standards. • Be able to recognize and quickly reference adopted instructional materials. • Be able to refer to training manual and, when appropriate, be able to use materials with staff.	√ √

CURRICULUM GUIDELINES AND CRITERIA FOR HIGH SCHOOL LEVEL

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Elementary School Level			
Focus & Intent -- Elementary School Level	• Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the State Board) for **one** of the academic core content areas of reading-language arts or mathematics with attention to critical instructional practices and strategies embedded in the adopted instructional programs. • **Training must include:** • Up to 4 hours for state/district vision, plan and expectations; • A minimum of 32 hours training on the instructional program, including the embedded standards, linkages to the curriculum frameworks, and the content, concepts, instructional strategies, and assessments; • A minimum of 2 hours for support systems and communications and technologies.	• Develop a working knowledge of key terms. • Understand the priority of specific components at various grade levels, major procedures, content, and strategies of instruction. • Be able to apply knowledge of key components of the adopted instructional programs when working with teachers. • Be able to lead, and effectively support, teachers and staff; achieve credibility as an instructional leader with teachers through familiarity with the district-adopted instructional programs.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
Elementary School Level			

Institute Materials – Elementary School Level	• Teacher Guide for district-adopted instructional program for English/language arts or mathematics (suggested focus on grade K or 1 AND one of grades 2 –6).
	
	• Auxiliary Teacher Guides, when appropriate (e.g. guides for extended learning for various student populations: EL, Sp.Ed., GATE).
	
	• Handouts of STAR Blueprint for the California Standards Tests, grades 2-6.
	
	• Handouts specific to participating districts and not required at time of submission for approval of training curriculum:
	  – Local Board, district and school site rules and regulations that govern elementary instructional practices.
	  – District's current pacing/scheduling guides for adopted instructional programs.
	  – District's Board policy on instructional minutes for English/language arts and mathematics, K-6.
	  – Guide/checklist for principals to observe classroom instruction.
	  – Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments) and other district tools
	  – District and school level STAR reports from CDE website for most recent year (specific to participant's district/school)
	  – CELDT assessments and reports
		• Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards.
		
		• Achieve confidence to guide teachers' use of district-adopted, standards-based instructional program materials.
		
		• Attain tools and resources to share with teachers.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	State / District Vision, Plan & Expectations		
Institute Curriculum – Elementary School Level	• Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards primarily in English/language arts and mathematics at the elementary school level. • Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals (AB 466). • Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)]. • Description and discussion of the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002)[not required for submission approval]. • Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development (not required for submission)	• Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state's teachers, instructional aides/paraprofessionals, and principals. • Understand the strategic focus on English-language arts and mathematics for elementary schools. • Understand the necessary actions and support systems required to move schools from low to high performing. • Understand the required organizational elements that need to be aligned within an academic improvement system. • Understand the district's instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development. • Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	General Overview of Adopted Instructional Materials		
Institute Materials– Elementary School Level	• A general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, student support materials, AV/software/tapes).	• Attain a comprehensive awareness of the materials linked to the district-adopted standards-based instructional program (Teacher Guides, student anthologies, student workbooks, assessments, supportive student reading materials, AV/software/tapes).	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Curricular Framework, Standards, & Research		
Institute Curriculum – Elementary School Level	• Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Content, Concepts, Instructional Strategies		
Institute Curriculum – Elementary School Level	• Demonstration and discussion of key content, concepts, and instructional strategies embedded in the adopted instructional programs for at least <u>one</u> grade level of the English-language arts and/or mathematics: – Identify and give examples of key content and concepts covered in program. – Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. – Engage participants in activities to describe key strategies: what to look for when observing classroom instruction. – Model specific strategies for diverse learners (EL, Sp.Ed., GATE). • Engage participants in activities to describe effective strategies for diverse learners: what to look for when observing classroom instruction.	• Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted program.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Support Systems		
Institute Curriculum – Elementary School Level	• Demonstration and discussion on performing teacher classroom observations on the delivery of key instructional strategies and providing instructional support (e.g. coaching, additional training, sharing of experiences at grade level meeting).	• Be able to conduct teacher classroom observations on the delivery of key instructional components; be able to determine needs for additional instructional support.	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Assessments		

Institute Curriculum – Elementary School Level	• Demonstration and discussion on the use of curriculum-embedded assessments provided in or based on the instructional program and other measurement tools recommended or mandated by the district.
	  – Identify and examine use of tools that assess effectiveness of instructional delivery of program content.
	  – Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program (if appropriate).
	  – Identify and examine use of tools that assess student progress.
	  – Identify and examine effective tools to assess EL student needs.
	    – Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate.
		• Understand the use of curriculum-embedded assessments provided in or based on the instructional programs and other recommended, or mandated, district measurement tools, including:
		  – Tools that assess effectiveness of instructional delivery.
		  – Tools that assess progress of EL student needs.
		  – Tools that assess student progress.
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	• Training on interpretation and use of the STAR results for reading, language arts, and mathematics (CAT 6 and CA Standards Tests and how to interpret Academic Performance Index (API), utilizing technology to aggregate and disaggregate data.
	  – Identify the features of the norm-referenced test and its importance to school wide achievement goals (features: comparative information and disaggregated scores by student populations).
	  – Identify the variations in the percentage of test items in the California Standards Tests (blueprint) by grade level to determine importance of content standard domains and strands.
	  – Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics at district and school site; discuss assumptions about factors which explain variability in the distribution of scores which have to do with school factors (instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.).
	  – Review and interpret district/school API for most current year.
		• Be able to understand the interpretations and use of STAR results and the Academic Performance Index (API), and assist teachers and other members of the school community to interpret and understand the results.	√

	• Training on the interpretation and use of the CELDT.	• Be able to understand the interpretations and use of CELDT, and assist teachers and other members of the school community to interpret and understand the results.	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer…	Desired Participant Results Participants will…	Applications to Technology
	Communications & Technologies		
Institute Curriculum – Elementary School Level	• Identification of school structures and communication procedures and technology which can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results by grade level, every 4 to 6 weeks. • Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student assessment data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle). • Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.	• Anticipate the need to provide time and guidance to faculty members in developing the meeting agenda, sharing classroom data, and determining action plans based on the discussion about the teaching of reading-language arts or mathematics with the use of the district adopted instructional program, instructional and student data, and the use of technology to aid communications. • Be able to identify existing district technology services to assist with management of instructional and student data (obtained every 6-8 weeks); and offer the rationale for use by teachers (e.g., data-based decisions on modification of instruction; the need to plan additional instruction for groups of students; the need to identify patterns of performance for students who are succeeding and those who are in need of more assistance). • Be able to use and discuss the merits of the adopted instructional programs' software, videos, tapes, and CDs that support instruction (for both teacher and student).	√ √ √